APPLICATION OF THE *ROLE* PLAYING LEARNING MODEL TO IMPROVE CHARACTER PLAYING SKILLS IN DRAMA PERFORMANCE OF CLASS VIII C SMP NEGERI 5 DENPASAR

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ABSTRACT. This study was aimed to (1) describe the effective steps of learning model using role playing, (2) describean increasing in the students'skill that played a character by applying a role playing and (3) describe the students' response to the application of the role playing learning model. Subjects in this study were 38 students in VIII C and teachers who teachs in that classroom. The object of this study was the steps in the implementation of learning model by using role playing, improved the out come sand the responses to the application of the role playing learning model. This study was used classroom based action research design. Data collection methods were used in this study was the observation method, test methods and methods of inquiry/questionnaire. Results of this study was in dicated that (1) there were several steps of role playing learning models that must be taken by the teacher to improve the students played a characterin the drama, (2) the implementation of role-playing learning model can improve the ability of the students who played a characterin a drama, and (3) students responded positive lyrelated to the application of role playing learning model.

INTRODUCTION

In essence, literature is a work of art that uses language as a medium in expressing life events and life that occur in society, both real and unreal. A literary work, too, cannot be separated from the state of the author's social environment. That is because literature is a form and result of creative art work whose object is humans and their lives use language as the medium (Satria & Herumurti, 2021)). Literature is not only born from straightforward life phenomena, but also from the author's awareness that literature as something fictitious, must also be able to convey missions that can be accounted for.

In addition, a literary work as a fiction is essentially a structure. The structure is built by elements of literary works. That is, the function of the elements is to support each other (Daru et al., 2021). The author in creating literary works, is not only driven by the desire to

create beauty, but also wants to convey his thoughts, opinions, feelings towards something based on his inner and outer experience. The rest of a literary work is always placed in a balanced position between the text and its creator. Literary works are created by literati to be enjoyed, understood, and utilized by society. This is because literati are members of society who are bound by a certain social status.

In line with this, Andyani et al. (2017) revealed that literary works in general can be divided into three types, namely poetry, prose, and drama. The three literary works have their own characteristics. However, drama still has its own privilege because it can describe human life clearly and completely. A play is a story composed to be performed by performers on stage (Cullinan & Genova, 2023). In addition, drama can also be said to be a story taken from human life consisting of attitudes, traits, and conflicts that exist in that life, then written in a script and staged on stage and watched by   many people.

Not only that, drama is also a literary work that has its own uniqueness and involves all Indonesian language skills. Drama is said to involve all language skills because in drama are also inserted language skills, such as listening, writing, reading, and speaking. In fact, drama also involves elements of existing arts, such as dance, music, and makeup, because in every play or drama performance other artistic elements always try to help and complement the staging of drama for the perfection of the drama itself. The uniqueness and attractiveness of a drama is also seen from the content of the story in the drama itself. There are so many types of stories that can be played in a drama and that is what makes the drama increasingly attractive to audiences consisting of various age levels, including teenagers.

In essence, drama learning needs to be given to teenagers, especially SMP because at that time they were experiencing a level of mental instability (Kristensen, 2022). With the application of drama learning among teenagers, especially SMP, of course they will be able to take wisdom and be able to think about which things are good and bad for themselves in the future. Based on this, drama learning was finally applied in literature learning that can be given in the classroom. Related to that, Spiritual Attitude Competence and Social Attitude Competence are achieved through *indirect teaching* in learning Knowledge Competence and Skill Competence through example, habituation, and school culture by taking into account the characteristics of subjects as well as the needs and conditions of students. The growth and development of attitudinal competencies is carried out throughout the learning process and can be used as a teacher's consideration in developing student character further. Learning for Knowledge Competencies and Skill Competencies. The 2013 curriculum for Indonesian subjects generally aims to enable students to listen, read, *view,* speak and write. Theteaching of drama was then arranged in a curriculum accompanied by Basic Competencies, knowledge and skills intended for grade VIII students. With the birth of KI and KD for drama learning, it certainly makes it clearer that role-playing or drama learning has a very important role to train students in honing their abilities in the field of acting. In addition, by practicing playing characters in drama performances, students as students will be able to know the characters in the performance. Not only that, students can also train their mentality to be more courageous and confident.

In reality, students' ability to role-play can still be said to be very low. Students still seem very difficult to do passion and use mimics/expressions that are in accordance with the characters they play. This can be seen when researchers made initial observations and interviews with a Indonesian teacher who teaches in class VIII SMP Negeri 5 Denpasar, namely I Gusti Ayu Dwi Jayanti, S.Pd. He revealed, role-playing learning has indeed been

done, but the resultswere obtained Students are far from perfect. Students still look not optimal when viewed in terms of passion, mimic/expression, gestures, intonation/tone/pronunciation, and *blocking* or player position. Students are still confused in doing passion and mimic in accordance with the role they play. The intonation/tone/pronunciation he said in role playing also has not been heard clearly and has not been maximized. He also explained that the average score of students is still below KKM, which is 68. In fact, the minimum completeness criterion or KKM is 75. This certainly indicates that role-playing learning has not been achieved. He also emphasized that of the 38 students, only 6 people (15.8%) could be said to be complete, while 32 people (84.2%) were still categorized as not reaching the minimum completeness criteria. Based on this, it can be concluded that in general role-playing learning still has not reached the minimum completeness criteria.

The low ability of students to play roles is not only caused by the lack of self-confidence possessed by students, but the learning model used by teachers can also indirectly affect student success in the teaching and learning process. During interviews, he also said that he often gave theory compared to direct practice. This is because the allocation of time provided is quite minimal, so teachers can only convey theories that exist in drama learning. The learning model used is not necessarily. Sometimes he uses the *Contextual Teaching and Learning* (CTL) model and uses the cooperative learning model. This is what can indirectly make students' grades and interest in acting decline and fade.

Seeing the reality in the field, finally a learning model was chosen that was in accordance with drama learning, so that students' values and interests in learning literature, especially acting could increase. The learning model that will be used is a role-playing learning model or better known as *the role playing* learning model. The *role playing* learning model is a learning model that emphasizes the ability of students to act out the status and functions of other parties in real life (Sudjana, 2005). This *role playing* learning model is one of the learning models used to explain feelings, attitudes, behaviors and values, with the aim of living the feelings, points of view, and ways of thinking of others (Ariana, 2022).

Through this learning model students are invited to learn to solve personal problems with the help of social groups whose members, consisting of their own friends. In other words, this model seeks to help individuals through social processes. In addition, this learning model aims to (a) motivate students, (b) attract students' interest and attention, (c) provide opportunities for students to explore situations when experiencing emotions, differences of opinion, and problems in children's social living environments, (d) attract students to ask questions, (e) develop students' communication skills, and (f) train students to play an active role in real life (Widana et al., 2023). This is the advantage of this learning model so that researchers finally chose this learning model in order to improve students' ability to play roles in class VIII C SMP Negeri 5 Denpasar. SMP Negeri 5 Denpasar was chosen as a place of research because in this school problems were found in learning literature, especially in drama learning. Furthermore, class VIII C was chosen to conduct research because the score obtained by class VIII C is the lowest when compared to other class VIII. In addition, class VIII C also has the same portion of Indonesian language and literature learning materials as other classes. However, the reality is that their ability to play roles is lacking.

Moving on from this description, researchers finally tried to conduct a study entitled "Application of the *Role Playing* Learning Model to Improve Student Skills in Playing

Characters in Drama Performance of Class VIII C SMP Negeri 5 Denpasar Students.

Based on this, this study discusses (1) steps taken to improve students' ability to act out drama characters by applying role-playing learning models, (2) improving students' skills in acting characters in drama performances of grade VIII C SMP Negeri 5 Denpasar students by applying role-playing learning models, and (3) student responses related to the application of role-playing learning models. In line with the formulation of the problem above, this study aims to describe (1) effective learning steps by applying role-playing learning models to improve students' abilities in acting characters in drama performances, (2) improving students' skills in acting characters, and (3) students' responses to the application of role-playing learning models to improve students' abilities in acting characters in drama performances.

METHOD
This study used a classroom action research design. In this study, research methods are designed which include, research design, subject and object of research, research procedures (initial reflection, action planning, action implementation, observation, evaluation, and reflection), data collection methods and instruments, data analysis techniques and success criteria. The subjects in this study were all 38 students of grade VIII C and a Indonesian teacher who taught the class. The objects in this study are effective learning steps by applying role-playing learning models to improve students' ability to act characters in drama performances, increasing students' abilities in acting characters, and student responses to the application of role-playing learning models to improve students' abilities in acting characters in drama performances.

The methods used in this study are observation methods, test methods, and questionnaire methods. The data obtained were analyzed using quantitative and qualitative descriptive techniques. Descriptive quantitative is the analysis and presentation of data using numbers or statistics, while descriptive qualitative is the analysis of data in words or narrativeverbally (telling stories). Data in the form of teacher and student behavior during the process of acting out characters in drama performances by applying role-playing learning models are analyzed with qualitative descriptive techniques, while data in the form of student abilities shown by scores of character performances in drama performances and student responses are analyzed using quantitative descriptive techniques.

This research uses instruments as a tool to support the use of these methods. The instruments used in this study were performance tests acting out characters, observation sheets of teacher learning steps, and questionnaires of student responses. The playwriting practice test instrument is used in the test method. The observation sheet instrument is used in the observation method, while the questionnaire sheet instrument is used in the questionnaire method.

In accordance with the characteristics of action research, the success of action research is characterized by a change towards the direction of improvement of the learning and learning process. The criteria for success in learning to act as drama characters are shown by changes in learning activities. The success criterion of student responses is indicated by the overall number of students responding positively. If the percentage of positive responses of students is 75% of the total number of students, then the actions taken in this study can be stopped. The success criteria for playing characters in drama performances are also shown by the success of obtaining the average class score in the good category or 75%

of the total number of students. With the achievement of predetermined success criteria, research can be stopped. The cycle of actions that are able to achieve the success criteria or the achievement of the KKM is considered the best action that meets the success criteria, as well as considered a good and appropriate action.

RESULTS AND DISCUSSION
In accordance with the results obtained by researchers in this study, three meaningful findings can be obtained, namely (1) there are several steps that must be taken in the application of role-playing learning models to improve students' abilities in acting out drama characters, (2) the application of role-playing learning models can improve students' abilities in acting out characters in drama performances, and (3) students give a positive response to the application of role-playing *learning models (role playing)* .

First, related to effective steps to apply *the role playing* learning model to improve students' ability to act out characters in drama performances. These steps consist of providing theories of drama play and giving topics, grouping, casting, forming observer groups and followed by commentary. The most frequent step in this research is the provision of theories and comments. At the stage of giving theory, the teacher focuses more on the theory of aspects of drama, such as pronunciation, gestures, expressions, *blocking*, and passion. Providing theory about aspects of role play is very important so that students can present a performance that seems real or real. This is in line with Rossenweig's opinion (Sadiman, 2007) which says that role-playing is a dramatization process from a real life. Therefore, it takes a high ability of passion or imagination so that drama players can play characters according to the character or character itself according to actual events. Second, it is related to the grouping of students. This finding is also in line with the opinion of Waluyo (2007), who states that in essence drama play is not only done by one person, but by a community of groups that together must carry out their duties consistently and responsibly. So, cooperation between individuals in a group is very important because it makes students become more active and creative in participating in teaching and learning activities. In addition, this grouping also becomes more effective in drama learning because students become more motivated and can develop students' communication skills. Third, related to the formation of an observer team and providing comments. The formation of this observer team also needs to be done so that students can be more actively involved in conducting discussion activities. The observer team needs to be carefully prepared so that all students are involved and experience and live the role so that they become more active in discussion activities (Susmariani et al., 2022). In addition, the provision of comments from the observer team also plays a very important role because it can be used as material to correct the strengths and weaknesses of each group. In addition, this makes learning activities more lively and makes students more enthusiastic.

Second, related to improving the ability to play characters in drama performances by applying *role playing* learning models. The application of this role playing learning model *is* proven to improve students' ability to act out characters in drama performances. This can be proven by the value that has increased significantly. In cycle 1 the average score of students was 73.26, then there was an increase of 8.21% in cycle 2 so that the average in cycle 2 became 81.47. The successful application of the role playing learning model *is* certainly caused by several factors, namely the teacher has applied the steps of the role playing learning model appropriately and well. Then, the provision of detailed theory and practice gradually certainly makes students' ability to play roles better than before. Not only that, with the provision of clear theory and practical activities, it certainly makes students

more confident in carrying out staging activities and can attract students' interest or attention. This is in line with the opinion of Karmila (2021), who revealed that this *role playing* learning model can attract students' interest and attention, provide opportunities for students to explore situations when experiencing emotions, differences of opinion, and problems in the child's social environment, as well as attract students to ask questions, and develop students' communication skills. In other words, the application of this *role playing* model is indeed suitable to be used to improve students' ability to act out drama characters because it can increase the confidence of the students themselves and make students more active.

Third, related to student responses to the application of *role playing* learning models. In general, students respond positively to the application of this learning model. This can be proven by the results of the average score of students on the response questionnaire that has been given by the researcher. The average scores of students in cycle 1 and cycle 2 showed a positive response. It shows that students really like learning to play drama by applying the role playing learning model *(role playing)*. This further proves that through *the role playing* learning model students become more active and creative. Moreover, in learning this drama, high creativity is needed so that students are able to display characters well. In accordance with the opinion of Evayani (2020), who suggests that through this role playing learning model *teachers* can increase students' sense of creativity and train students to play an active role in real life.

These findings are in line with research conducted by Asraf (2021). The results of this study also experienced an improvement in terms of speaking ability. This improvement can be seen from the students' ability scores in acting characters in drama performances. The classical average score in cycle 1 was 70.73, then increased by 7.73% and in cycle 2 so that the classical average of cycle 2 was 78.46. The results of I Ketut Sutri's research are in accordance with the results of research conducted by researchers. This suitability can be seen from the steps used in the study so as to make students more motivated, make students more attractive and attention, and develop student communication skills.

CONCLUSION

Based on the discussion above, there are several things that are concluded in this study. First, the steps of *the role playing* learning model in improving students' ability to act characters are very effective in improving students' ability to act characters in drama performances. Second, improving student learning outcomes to achieving the level of completeness of student learning outcomes in drama character acting activities for grade VIII C SMP Negeri 5 Denpasar students by applying a role-playing learning model, seen in the acquisition of character play test scores in student drama performances in cycles 1 and 2 which have increased. The average score of students before being given the action, amounted to 68.42. After being given action in cycle 1, the average score of students reached 73.26. The average score of these students increased by 4.84%. Then, in cycle 2 the average score of students increased by 8.21% so that the average score of students became 81.47. Third, the application of role-playing learning models can improve student response, especially in learning drama learning. This can be seen from the student response questionnaire which shows a positive response. In cycle 1, the average score of students is 20.36 which means that students' responses are categorized as positive. Then, it increased in cycle 2 so that the average score of student responses became 23.39 which means that the responses given by students are classified as very positive. With the positive response given by students in cycle 1 and cycle 2, it shows that this learning model is preferred in the

implementation of drama learning.

Based on the findings in this study, researchers can submit some suggestions as follows. (1) Teachers of Indonesian subjects should be able to apply *role playing* learning models in Indonesian learning, whether in terms of literature or language. (2) In every learning activity, teachers should always ask students to practice theories or learning materials Indonesian, especially in drama learning. (3) To other researchers who want to conduct further and similar research on the application of role playing learning models, they should pay more attention to the obstacles faced by students and seek appropriate solutions, so that the research carried out can obtain maximum results.

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